

EXAMINATION FEEDBACK FORM

Course Code:	MPH-511
Course Name:	Principles of Epidemiology and Public Health
Credits:	10 ECTS
Course lead and Contributor(s):	Elena Critselis & Christiana Demetriou

General Comments:

Please provide comments on overall performance highlighting how students may improve overall technique to enhance results in the future.

Areas of Strength

Most students correctly identified, calculated and interpreted the most appropriate measures of disease frequency, including measures of mortality, as well as measures of association. In terms of measures of association, most students also very confidently used the theory of statistical hypothesis testing to identify a measure of association as statistically significant or not, and hence correctly make inferences about the null and alternative hypotheses of an investigation. A little more than half of the cohort were very well familiar with the types observational study designs and their advantages and disadvantages. Most students had a good understanding of the different sampling techniques and their appropriateness in different scenarios and they displayed critical thinking in assessing the presence of selection or information bias. Lastly, students could confidently interpret the results of meta-analyses, explore criteria for causality, and identify the role of a third variable as a potential confounder.

Areas of Weakness

Students were more familiar with the interpretation of measures of association for categorical, rather than numeric outcomes. Several students struggled with the identification of the most appropriate, calculation and interpretation of measures of impact. Several students found it challenging to correctly identify the most appropriate type of observational study design to investigate specific research questions. Similarly, some students did not demonstrate a deep understanding of how the methodology of Randomized Controlled Trials supports causal inference. Despite being aware of the theory behind sampling methods, a number of students struggled to describe how they would perform different sampling methodologies given particular research contexts. In terms of screening statistics, some students struggled to calculate or correctly interpret screening statistics whereas most students failed to display critical thinking in terms of the public health contexts in which a high sensitivity or a high specificity may be more important. Furthermore, some students struggled to correctly differentiate different levels of prevention when presented with specific public health initiatives.

Lastly, as an overall comment, despite being prompted by the questions, students often did not justify their responses.

Suggestions for Improvement

Students are encouraged to revisit the sections/material highlighted under "Areas of Weakness". Re-attempting some of the activities of these sections will help students better apply the theoretical concepts to real life research scenarios. Students are strongly encouraged to practice more on identifying the most appropriate type of study design for specific research scenarios, the most suitable/favourable sampling technique, as well as the measures of association that are expected to be derived for different research questions. This is particularly important for students who are interested in pursuing the research track. In addition, students are encouraged to revisit the section on the sensitivity and specificity of screening and diagnostic tools as well as the section on levels of prevention. For the latter, practicing on identifying the level of prevention of different public health initiatives will be extremely beneficial. Lastly, in the future, students are encouraged to support their answer with a justification whenever asked, as this will better demonstrate their understanding of the material.

Quantitative Information

It may be helpful to students to provide information on the distribution of marks, either for the examination as a whole, or for individual questions. Where available, these figures may provide the student with a useful comparison of their performance in relation to their peers and overall student performance on the examination. The Examinations Office can provide guidance on how spreadsheets may be set up to record this information if Schools wish to do so.

Information can be presented in table form or graphically.

All students' performance scores:

(This table shows the distribution of scores of students who attempted the Examination)

	Overall
Number of students	15
A (90%+)	1
B (80%-89%)	3
C (70%-79%)	6
D (60%-69%)	4
F (<60%)	1
Mean Mark	74.1%
Standard Deviation	